



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Caol Primary School



Team Caol is **Ready**, **Safe** and **Respectful** to **Play**, **Learn** and **Grow Together**

Introduction: Local and National Context

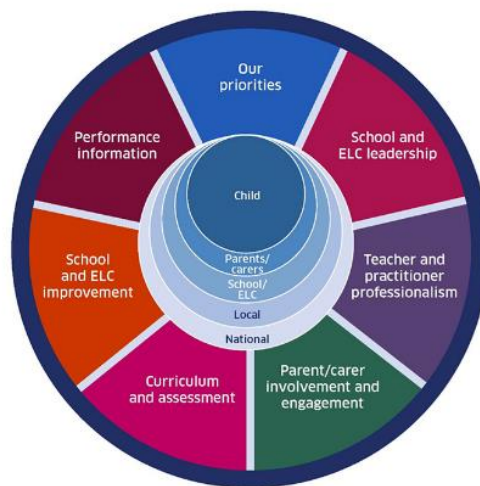
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

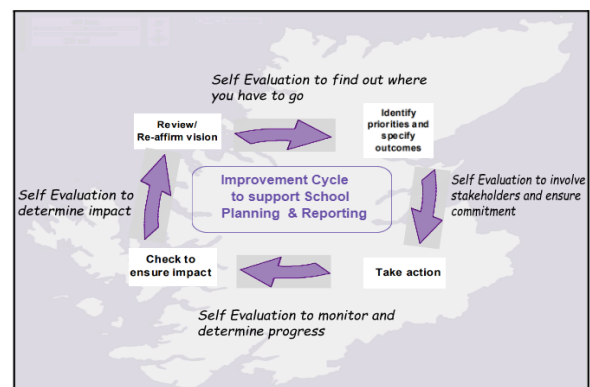
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Sharon MacDonald

Head Teacher
Caol Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
91.5%

Average Class Size
26.4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
236 (+54 nursery)

Teacher Numbers
12

Pupil Teacher Ratio
20.3

N3
(9.3%)

N4
(9.3%)

P1
9.2%

P2
12.6%

P3
9.7%

P4
12.6%

P5
20.6%

P6
16.4%

P7
18.9%

SIMD Q1¹
0-10%

SIMD Q2
20-30%

SIMD Q3
60-70%

SIMD Q4
0-10%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
50-60%

No ASN
40-50%

FSM³
20-30%

No FSM
70-80%

EAL⁴
0-10%

No EAL
+90%

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

Listening and talking

Most

Numeracy

Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision:

**Team Caol is Ready, Safe and Respectful to
Play, Learn and Grow Together.**



We identified the following 8 values as those which are most important to us:

Fairness	Friendship	Honesty	Inclusion	Kindness	Learning	Responsibility	Teamwork
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In order to achieve this, we will continue to build upon our positive working relationships with parents. Pupils and staff share a sense of belonging and a firm commitment to the school and we now want to extend this to the wider community.

After extensive consultation with staff, pupils, parents and the community we have a shared purpose which we have translated into our current school aims:

The aims of Caol Primary School are to:

1. *Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, is kind and respectful towards each other.*
2. *Continue to evaluate and improve our curriculum, teaching, learning and resources using our Curriculum Plan and School Improvement Plan.*
3. *Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.*
4. *Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.*
5. *Continue to implement A Curriculum for Excellence striving for excellence in what we say, write, do and make.*
6. *Raise attainment by enabling our learners to be reflective and successful while we recognise and celebrate achievements in and out of school.*

Right **C** hoices
Fun **A** ctivities
Many **O** pportunities
Everyone **L** earning

We value the partnership between school, parents and community partners and the part it plays in realising our vision. This statement therefore applies to everyone who has a role to play in the provision of education in our school.

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Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1:

Improving Attainment in Reading (Year 2) and Writing (Year 3)

Purpose:

We aim to provide high quality teaching and learning experiences in reading and writing based in research using local authority guidance for all children which will result in the raising of attainment in writing/reading and a greater sense of confidence and achievement.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Progress:

We have made very good progress in this area.

- ✓ Primary 4 and 5 teachers along with the headteacher have engaged in National Improvement training led by CYPIC and Education Scotland to drive quality improvement in writing with a focus on 'Tools for Writing.'
- ✓ Quality Improvement methods have been shared with all teaching staff and the quality improvement 'bundle' will be an ongoing focus next session.
- ✓ The Pareto tool was used in P4 and P5 classes to determine which benchmarks to focus on first to improve writing. Running charts were used successfully to engage and motivate pupils to improve their writing using clear learning intentions and success criteria.
- ✓ All teachers engaged in moderating our planning with stage partners to inform our updated Reading Policy.
- ✓ P1-3 staff have introduced Big Cat decodable readers, phasing out our old ORT reading scheme. The reading resource cupboard is well organised with a progressive chart for all staff to access. Feedback from the pupils indicate almost all pupils are motivated and engaged by the new reading books. Feedback from staff emphasises this finding.
- ✓ P4-7 teachers moderated core reading sessions and have now aligned our practice with local authority guidelines. Core reading sessions are included in our updated reading policy to ensure consistency in learning experiences across the school.
- ✓ P6-7 teachers worked collegiately to create a bank of comprehension resources and to moderate Learning Intentions and Success Criteria in Reading lessons to ensure clarity and consistency.
- ✓ P4/5 teachers have developed and shared their knowledge and expertise in the use of frequent assessment of writing and analysis of data.

Impact:

We have made very good progress in this area.

- ✓ The impact of our participation in the National Improvement in Writing programme includes upskilled teachers feeling confident using quality improvement techniques, marking writing, analysing data, and sharing good practice with colleagues.
- ✓ All P4/5 teachers (and the majority of other teachers) are confident in setting stretch aims and identifying clear learning intentions and success criteria in reading and writing lessons.
- ✓ All teaching staff have worked collaboratively to produce updated and explicit Reading and Writing policies which will support teachers moving stage or teachers who are new to our school. This provides us with a more cohesive progression across the school, clarifying learning experiences at each stage and resources to be used.
- ✓ Almost all teachers report an increase in enthusiasm and motivation for writing with pupils seeing their progress daily through the use of run charts. Almost all pupils are increasingly able to identify evidence of improvement in their writing and are proud of their work.
- ✓ Teachers report that the impact of using decodable readers has resulted in increased pupil confidence in reading for almost all learners and has reduced the cognitive load for those learners with literacy difficulties.
- ✓ Benchmark RAG trackers support teachers to be confident in their own professional judgement when determining if a level has been achieved.
- ✓ The use of a phonics scheme next session will reduce teacher workload in the preparation of resources and ensure a consistent approach across the school for the teaching of phonics.
- ✓ Reading workshops ensure expectations and good practice is shared with families to support them to read together at home. All attendees gave positive feedback and valued the session.

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- ✓ Writing Profile RAG trackers have been updated to focus on benchmarks for Early, First and Second levels aligned with local authority guidance.
- ✓ Infant staff have researched and identified a phonics resource (Essential Letters and Sounds) which will be trialled in session 2024-2025.
- ✓ Our P1 teacher presented a well-attended reading workshop for new parents to share our expectations for reading homework to instil a positive attitude to reading.
- ✓ All pupils have made progress in reading and writing this session. Pupils with persistent literacy difficulties have benefitted from literacy interventions including ASN teacher time, digital support and increased phonics support. Almost all pupils with persistent literacy difficulties have made progress in their learning.

Next steps:

1. Decodable readers to be introduced alongside the new phonics programme.
2. Embed the new phonics scheme, decodable readers and reading interventions in P1-3 and for pupils in P4-7 with persistent literacy difficulties.
3. Phonics training for all school staff (September In-Service Day).
4. Purchase more nonfiction books at the request of pupils and staff.
5. Embed the use of RAG. benchmarks trackers for termly writing assessments.
6. Use the Pareto tool for other literacy areas including Talking and Listening.
7. P4/5 staff to share expertise and support new staff on the National Improvement CYPIC programme.
8. Purchase an updated Handwriting Programme to ensure all pupils can write using a legible, fluent writing style.
9. Children would welcome opportunities to develop touch typing and word processing skills.

School Priority 2:

Improving Learning and Teaching (Year 1) – ASG Focus

Purpose:

We aim to support teachers to develop their knowledge and understanding of pedagogical elements through professional reading, professional dialogue and peer observations. The pedagogical elements include:

- *Forms of daily review (e.g., show-me boards, peer quizzing, teacher quizzing)*
- *Learning intentions*
- *Success criteria*
- *Spotlight assessment activities*
- *Presenting content*
- *Practice stages*
- *Differentiation*
- *Questioning*
- *Discussion*
- *Feedback*
- *Plenary*
- *Expectations, behaviour, and relationships*

NIF Priority: *Placing the human rights and needs of every child and young person at the centre of education.*

Progress:

We have made good progress in this area:

- ✓ Staff baseline surveys showed a wide range in confidence levels with some staff feeling low in confidence while others felt highly confident in a number of the techniques.

Impact:

We have made good progress in this area:

- ✓ All teachers report having an enhanced understanding of 'How learning happens.'

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- ✓ Moderation with ASG partners to evaluate use of Learning Intentions and Success Criteria allowed for discussion about how to use these more effectively in our planning.
- ✓ In-service training on 'Power Up your Pedagogy' with Bruce Robertson highlighted the importance of teachers understanding the science of how our pupils learn. It also highlighted the importance of different pedagogy techniques and effective strategies to enhance learning e.g. focus on short term memory, long term memory/storage, retrieval practice, etc.
- ✓ Staff discussions after training allowed us to share ideas and discuss how to further develop practice.
- ✓ Staff valued the opportunity to reflect on their practice across the ASG with stage partners and shared practice relating to how they would incorporate key messages into their daily practice.
- ✓ A few staff were unclear about the Teaching Sprints way of working.
- ✓ All teachers felt their understanding of how to support learners to retain new learning was improved.
- ✓ Almost all teachers valued the time to consider the importance of formative assessment strategies.
- ✓ Most teachers valued the time to moderate with ASG colleagues reporting that it reassures and clarifies consistency of marking of assessments and increased confidence in teacher judgement.
- ✓ Whole staff focus on pedagogy and learning allowed for meaningful conversations about our own practice and what we can do to improve.
- ✓ A shared professional learning project engaged all teachers in sharing practice with colleagues.

Next steps:

1. Engage with authority Learning and Teaching evaluation resources to support classroom visits and peer observations.
2. Continue to reflect on practice using 'Power Up Your Pedagogy' with a focus on Questioning, Differentiation and Feedback.

School Priority 3:

Improving Learner Participation by involving pupils in leading change

Purpose:

We aim to improve Learner Participation by involving all pupils in leading change and care for our community through Eco-Schools, Rights Respecting Schools and Young Leaders of Learning.

NIF Priority: *Improvement in children and young people's health and wellbeing.*

Progress:

We have made good progress in this area:

- ✓ Weekly Caol To Be Kind Challenges ensure a whole school focus on school improvement initiatives. Almost all classes engage in these. Stage Assemblies ensure pupils have the opportunity to share ideas and present information to their peers.
- ✓ Committees were established, but feedback from staff indicated that this was difficult to implement and will need further consideration next session. Class teachers

Impact:

We have made good progress in this area:

- ✓ P6/7 pupils were motivated to be involved in leadership opportunities for engaging in school improvement through Young Leaders of Learning.
- ✓ All P6 and P7 pupils participated in leadership training through High Life Highland organised and run by our Active Schools Coordinator.
- ✓ Young Leaders take the lead with a number of events and aspects of school life and

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took on a committee of their choosing (either Eco Schools or Rights) to deliver IDL in their own classes. This limited pupil choice.

- ✓ A Young Leaders of Learning team was established, and they were involved in organising a charity day to raise money, organise pupil focus groups and introduce playground buddies to support pupils who needed a friend in the playground. They also identified playground games and resources to improve play experiences at break and lunchtime.
- ✓ The P6 Buddying Scheme has been developed further this session. P6s now have a planned programme of tasks and supporting documentation, which they follow across term 4, to support Nursery pupils with transition to P1. P6 are also responsible for planning end of term events for nursery pupils and have plans to support older nursery pupils in the canteen in preparation for starting P1.
- ✓ Sports Day Champions helped to run and organise school and nursery sports days by setting up and timing.
- ✓ Data from pupils through our Reading Focus Groups was shared with all staff and used as a tool to help update our Reading Policy to include pupil voice.
- ✓ Hi-Vis vests for P6 + P7 playground leaders were sourced to allow them a sense of responsibility and motivate them to support younger children in the playground.
- ✓ Pupils identified that hi-viz jackets for staff in the playground would be useful.

support staff, e.g. in focus groups, all pupils are aware of the YLLs and understand that they have a role in the leadership of the school.

- ✓ Pupils' feedback indicates they would like the opportunity to choose a committee and would like the return to social skills (opportunities to mix age groups in houses).
- ✓ Playground games and resources have been purchased to introduce next session.
- ✓

Next steps:

1. Introduce a Skill of the month - links with Talking and Listening and Meta-skills.
2. Ensure consistency and equal opportunities for P7 Roles and Responsibilities especially if there is a composite class.
3. Introduce clubs (see Masterclasses run by Cawdor Primary School). Ideas include Art, Music, Outdoor Play, Nature Detectives, Reading is so Cool, STEM, Construction (inside/outside), Games, Coding Club, C2BK Club, Chess Club, Playground Games - Claire Delaney, Invite LHS pupils (volunteering)
4. Re-introduce Social Skills (or use another name) where pupils play and are organised in house groups.
5. Pupils put themselves forward for Eco Committee, Rights Respecting Schools or Pupil Council with information shared via assembly or Term 1 Taster sessions for committees. Time for committees could be facilitated through assembly time.
6. Investigate opportunities for additional pupil leaders e.g. Playground Games, Literacy Buddies

Progress and impact of Pupil Equity Fund

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Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Nurture Support** – *targeted support to support pupils' readiness for learning with a focus on regulating emotions and the development & sustenance of positive relationships with peers.*
Pupil feedback was favourable with 86% of pupils indicating their self-esteem was the same or better than it had been before attending nurture. 95% of pupils attending indicated that nurture sessions have helped them with understanding their emotions, solving problems and friendships.
- CSW Support** – *individualised support to deal with anxiety, bereavement, emotional regulation, and family issues.*
This continues to be a positive and effective intervention for our pupils and families with individual sessions being offered to targeted pupils for a period of time. We have also been able to offer Family Nurture Sessions with social work partners this session which has been a supportive and informative experience for the parents involved. Going forward, we will survey parents to identify barriers to accessing this service. More staff have been trained in Decider Skills and how to teach them to children. All pupils have a Decider Skills booklet for reflection and as a prompt for each of the key 12 skills. C2BK challenges focus on Decider Skills each year.
- Decodable Readers** – *significant funds have been used to replace our reading scheme with decodable readers.*
- Outdoor Life Skills** – *targeted pupils in P4/5 cohorts experienced outdoor learning sessions to develop life skills which they could then lead others in developing.*

Wider achievements Coileanaidhean nas fharsainghe

This session, we have increased our partnerships within the local community to ensure our children participate in local competitions, sporting events, outdoor learning opportunities and engage with local businesses and education establishments through:

- Our shinty team have had an outstanding season winning every national competition and cup available!
- Transition events for P7s moving onto secondary school, our annual Move Up day and P1 Transition afternoons
- P6s and P7s attending Newton Room sessions
- Active Schools events including our local cross-country competition, basketball festival, badminton festival, rugby festival, inter-school sports and swimming gala
- Extra-curricular sessions including choir, football, shinty, netball and dance sessions
- Local competitions including the Lochaber Music Festival, Dance Platform, sports tournaments for shinty, netball and football, the Lochaber Agricultural Show, the Lochaber Mountain Festival writing competition, and Inverloch Primary School's Maths Bee competition
- Outdoor learning sessions for P4/5 pupils
- Hopscotch days for our P7 pupils and a 2 night/3-day residential experience at Ardvreck Adventure School
- Swimming lessons for all P6 pupils
- Hydrotherapy sessions for pupils with additional support needs
- Room 13 art sessions for interested P6/7 pupils
- Family Learning Sessions relating to Maths and Cooking sessions

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- CSW Support for children and families through Family Nurture sessions
- Nurture support at break and lunchtimes via The Hive and Nurture trained PSA
- Leadership sessions for P6 and P7 pupils delivered by Active Schools Coordinator and Highlife Highland staff
- P7 Outdoor Business Day organised by West Highland College Outdoor Adventure Students and Tutors
- Community cafés, fundraising events including Caol's Big Walk, charity days organised by pupils and committee groups
- Visits to local businesses during our annual Money Week
- Performing at our annual Christmas Concert and P7's 'Greatest Show'

Wider achievements are celebrated through monthly 'Celebrating Success' Assemblies, our social media pages, and newsletters.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

"We love our books. Mrs Haines has taught us to treat them like babies. We hold them gently like we're hugging a baby. They are kept in reading pockets when we take them home."
(P1 Pupil Focus Group)

"I was lucky enough to be at the Rugby tournament yesterday with my own school and got to watch 4 of Caol's final games. I just wanted to pass on how impressed I was with their play. Many other schools relied on 2 or 3 top players to carry them but everyone on the Caol team put 100% effort in, boys and girls equally working together and were incredible athletes. Their passing was solid, powerful and accurate, always looking out for one another and being ready, ran with speed and followed all of the tag rugby rules strictly and cleanly. Attitude was great on the field. They really deserved the final win but still got a great result and they should be very proud of themselves." (Parent)

"I love nurture because it's calm and relaxing." (P6 pupil)

"Mrs Gillespie and nurture time have helped me deal with anger issues!" (P5 pupil)

Our motto is "It's Caol to Be Kind", and we all try to follow this motto every day in what we do in class and outside in the playground and MUGA. Harry P7

Quite simply, Caol School is the best! It is an explosion of positivity and kindness. Callum P7

We are so lucky to have access to the library as we get to do fun activities there, and it helps us to fulfil our other motto Reading is So Cool. Taylor C. P7

Team Caol is special because we have certificate assemblies where our successes are celebrated. (Michael P6)

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. PACE – **P**edagogy, **A**ttainment, **C**urriculum and **E**thos – Continue to improve Learning, Teaching and Assessment with a focus on Literacy, Numeracy and Health and Wellbeing.
2. Improving Learner Participation & Leadership through the development of play, meta-skills and pupil choice.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://caolprimary.wordpress.com/> or by contacting the school office.